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EDITORIAL NOTES.

GEORGE HERBERT LOCKE.

IN a witty and suggestive article in the *Monthly Review*, M. R. F. Cholmeley tells of the difficulties that beset the pathway of those who would make secondary schools more efficient. The old division of the world of education into the two great classes of *teacher* and *taught* he discards for that of *examiner* and *examined*. Examination, in as far as it relates to a school, means a thorough inspection of that school, but upon the method by which this may be best accomplished there has been no agreement. Royal Commissions have investigated and the most energetic of the educationists have preached in regard to it, but without any real result. The reason for this failure is ascribed to the fact, first, that the British public is so thoroughly satisfied with the great public schools that it would take a whole bench of judges to shake its faith; and, secondly, because the great public schools are so thoroughly satisfied with themselves that it would take an archangel to shake theirs. Neither judges nor archangels are available for the work of inspection, and hence the schools in which are educated the boys of promise are allowed to work without suggestion as to educational or material betterment. Mr. Cholmeley says that parents seem to be satisfied if they get rid of parental responsibilities for nine months in the year, during which they fondly hope that their sons are mixing with boys of a slightly superior social position to their own; school-masters make a living which on the whole varies, as it should, with their business capacity and other estimable qualities; and the boys enjoy themselves to such a degree that the mere pleasantness of school life is enough to account for the fact that they generally stay at school some two years longer than is good for them. The very idea of inspection carries with it imperfection, fault-finding, and other disagreeable things; and so long as the public schools feel that inspection would be an impertinence, and the parents that it would be a waste of time and money, inspection is not within the range of practical politics. After this graphic description of the situation, Mr. Cholmeley outlines a plan by which those who are curious to know something of the working of the system may be at least partially satisfied. He suggests examination papers which, if treated thoughtfully, may be of infinite service to parents, while the mere effort of contemplating the questions asked might set going new trains of thought in those who attempted to answer them—a merit sometimes claimed for examinations in general by true believers. Some

of the questions are so peculiarly English that we have omitted them, and quote enough in each division to show the general attitude of the writer. Under the heading "General Questions" (for head masters only) such questions as these are suggested:

State briefly your qualifications for the post which you now hold, in order of importance, giving dates where necessary.

Comment on the phrases: *In loco parentis*; "formation of character;" "discipline must be maintained;" "intellectual interest;" *mens sana in corpore sano*; "moral tone."

Give a brief sketch of the development of the "Higher Athleticism."

What are advantages and disadvantages to a school of having on its governing body (a) a city company; (b) bishops; (c) local magnates; (d) university professors; (e) old pupils; (f) educational experts?

What do you know of "infantile psychology," and why?

Write a short review of "Stalky & Co."

"No great nation was ever saved by a good man because good men will not go the necessary lengths" (Walpole).

Discuss the application of this saying to the duty of a headmaster, and illustrate your answer from your own experience or that of other headmasters of your acquaintance.

Under the heading "Relations with Boys" occur the following:

How many boys in your school do you know by sight?

How much general lecturing on morals in the course of a term is enough to destroy the sense of duty to a whole school?

Distinguish the educational advantages of Rugby football, billiards, gymnastics, and golf.

"Boys are always reasonable, masters sometimes, parents never" (attributed to a late Archbishop of Canterbury). Discuss this statement with special reference to the first clause.

Distinguish carefully between reasonableness and ability to reason.

How would you deal with the following cases: (1) A B is reported to you as idle and self-indulgent. Both his parents, who are well known to you, are the same. (2) A boy of fifteen complains to you that his life is made a burden to him by the horrid speech and conduct of his companions. Beginning to investigate the matter, you find it unanimously asserted by his dormitory that he refuses to wash.

Under "Relations with Parents" there are concrete cases cited, of which the following are samples:

How would you deal with the following cases: A member of your school asks leave off school to attend a famous cricket match in which his brother is playing; on your refusal he plays truant and brings a note from his mother to say that he was too ill to go to school.

A country clergyman writes to you that, as his son is going into the diplomatic service, he will be glad to have him placed in a form where he will learn colloquial German, Spanish, American, and Japanese; at the same time he expresses a profound belief in the value of a sound training in classics and mathematics, and a hope that his boy's pursuit of these studies will not be interrupted.

Write an essay on *one* of the following subjects; (1) "The Limits of the Personal Interview;" (2) "The Classification of Correspondence;" (3) "Some Applications of the Term 'Cantankerous.'"

Under "Relations with Staff" these are suggested:

In promoting to positions of high responsibility, how would you estimate the following qualifications in an assistant master: (1) old age; (2) a sense of humor; (3) widowed mother; (4) efficiency as a teacher?

How many probationer students have you in your school, and how much would you give them to go away?

Have your colleagues ever offered to present you with a testimonial; and, if so, what did you infer from the proposal?

Give a summary of the principal signs of incompetence in an assistant-master, distinguishing those which a wise system of training might be expected to remove.

The part of the examination which relates to the assistant-masters will likely be the most interesting to our readers as being more directly applicable to the situation in an American schoolroom:

How much of a growing boy's company do you think that a grown man can stand in the course of a week, and *vice versa*?

Discuss the precise value of personal dignity in relations (*a*) with your chief; (*b*) with your colleagues; (*c*) with your pupils.

In punishing boys for deliberate offenses, what do you consider a fair division of discomfort between yourself and the culprit? Illustrate by examples.

Distinguish the fraternal, the avuncular, and the paternal attitude of games, and give reasons for preferring any one of them.

Discuss the limits of home-work for boys and masters. What course do you recommend an assistant-master to adopt who finds himself expected to look over all the work that he sets.

In what order of merit would you place the following qualifications as likely to be useful to a schoolmaster: geniality, imagination, attention to business, eloquence, sincerity, a good digestion?

How often in the course of a term is it safe to (*a*) allude to your own school-days; (*d*) tell a humorous story in school; (*c*) threaten to cane a boy without meaning to do it; (*b*) tell any given boy that he ought to be ashamed of himself?

Prove the following: if any five boys concoct a plan for amusing themselves, the odds that it is at somebody else's expense are as the product to the sum of their ages.